DOCUMENT RESUME

ED 179 731 CE 023 252

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TITLE	Project VITA: Graphic Arts Communication. A Picture Dictionary for Resource Room Instruction. Module II, Lessons 10-12. Teacher's Manual [and] Student Handbook.
INSTITUTION	Blue Hills Regional Technical School, Canton, Mass.; Boston Univ., Mass. Dept. of Business and Career Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	498AH50296
PUB DATE	[77]
GRANT	G007500558
NOTE	47p.: For related documents see CE 023 250-257
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Computer Graphics: Curriculum Guides: *Dictionaries: *Graphic Arts: *Handicapped Students: Individualized Instruction: Learning Modules: Pictorial Stimuli: *Resource Room Programs: Secondary Education: Shop Curriculum: Special Education: Teaching Guides: *Vocabulary Development: Vocational Education
IDENTIFIERS	*Phototypesetting: Project VITA

ABSTRACT

This document contains module 2 of a picture dictionary for resource room instruction. The dictionary accompanies a phototypesetting curriculum designed to provide supplemental instruction to handicapped students who are mainstreamed in a regular vocational graphic arts program. Module 2 contains three vocabulary lessons. Each lesson provides pictorial definitions and practice exercises for five graphic arts vocabulary words. A progress check on the identification of these words is found at the end of each lesson and at the conclusion of the document. (Each volume contains both a student and teacher's manual.) (BM)

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Project VITA

GRAPHIC ARTS COMMUNICATION

A Picture Dictionary for Resource Room Instruction

Module II
Lessons 10-12

Teacher's Manual

Prepared by David C. Gardner and Margaret A. Kurtz

Illustrated by Zeph Ernest

Consultants: Steven Nestor, Karen Timmerman, and Helayne VanDam

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE 023 252

A collaborative project with Blue Hills Regional Technical School, Project No. 498AH 50296

This Project is supported by Grant No. 498AH 50296, U. S. Office Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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INTRODUCTION

This module is one of a series of two modules developed by Project VITA (Vocational Instruction, Training and Assessment), a federally funded vocational education project for students with special needs. Project VITA is a collaborative effort of the Department of Buisness and Career Education, School of Education, Boston University and The Blue Hills Regional Vocational/Technical School in Canton, Massachusetts. The purpose of each curriculum module is to provide *supplemental* vocational instruction for special needs student enrolled in a vocational program. All modules are designed for use in a resource room by spec educators as *supportive* instruction for vocational shop curricula.

The vocabulary modules are designed for use with special needs students who have mild learning problems (e. g. educable mentally retarded, learning disabled, "slow learners"). The purpose of these modules is to provide supplemental instruction on an individualized or small group basis for special needs students who are enrolled in the graphic arts program. More specifically, these modules provide a series of supplementary units of instruction for developing pupil familiarity with the language of the Graphic Arts trade.

PREFACE

The Department of Labor predicts that the number of unskilled jobs will be at an all-time low during this decade and in the future. Therefore, a continued emphasis on training retarded and slow-learning students for such jobs seems futile. To train these special needs students for skilled jobs, present vocational training programs must be modified.

Modification should include:

1. Changes which emphasize development of efficient and effective vocational skill training.
2. Application of learning research to the actual training of special needs students in both integrated learning setting and learning resource rooms.

In recent years, regional vocational schools have admitted increasing numbers of special needs students to their regular programs. Many of these students experienced difficulty in mastering specific vocational skills. One of the problems was that resource teachers were trained to provide back-up instruction for *academic* programs but not for *vocational shop* programs.

One of the purposes of this series of instructional modules is to assist the resource teacher who works in a vocational school. Each module concentrates on providing supportive instruction for specific programs identified by resource and shop teachers as being in critical need of such assistance.

Assumption of Module Development

One assumption underlies the development of this series of modules: that these students will concurrently receive training with regular students in the graphic arts program.

Thus, the modules are meant to provide *supplemental* instruction.

Presentation Plan for the Module

GRAPHIC ARTS COMMUNICATION is composed of two modules with a total of 12 lessons. Each module is independent. They are designed to intergrate the work of the shop and resource teacher. The following steps are suggested for the resource teacher:

1. Ask the shop teacher to identify the words that the student needs to know.
2. Locate the module and lesson by checking the index.
3. Give the student the Progress Check for the lesson *before* he practices the lesson.
4. Give the student the Progress Check again *after* he practices the lesson and record the score.
5. Ask the student to repeat the lesson if he does not achieve 100 percent accuracy.
6. Give the Evaluation tests at the end of every third lesson. Record the score. If the score is poor, you may wish to ask the student to repeat the three lessons.

Each lesson has the following parts:

1. **Vocabulary Study.** Vocabulary words which are presented alphabetically in the dictionary.
2. **Vocabulary Practice.** The student is asked to use the word in a sentence and place it in his notebook.
3. **Activities.** A series of exercises using the words in a lesson.
4. **Progress Check.** An identification test to see if the student has mastered the material.

After three lessons, there is an evaluation that uses words from the three lessons.

Special Features of the Modules

One special feature of the modules is the picture dictionary. Students may work in the resource room with the dictionary and other teaching aids and return to the shop to apply what they have learned. Another feature is the set of flash cards. The students may test themselves or work with another student before they take the Progress Checks or the Evaluations.

Conclusion

The authors of this series of modules have talked with employers of graphic arts students, shop teachers, resource room teachers, and special education teachers. In addition, they have reviewed the current literature to discover the most effective ways to teach technical vocabulary. When you have finished using this series of modules, they would like your suggestions, ideas, and comments. A questionnaire has been enclosed for this purpose.

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QUESTIONS AND ANSWERS ABOUT THE MODULE

1. **What is the purpose of the Module?**
   1. To provide supplementary instruction in graphic arts vocabulary to students with special needs who are having difficulty understanding terms used in the shop.
2. **Do these modules include all words used in graphic arts?**
   2. No. Only selected graphic arts vocabulary words, mostly in the composition area.
3. **Can I use this module with a large group of students?**
   3. Ideally, no. It was constructed for use within a resource room with individualized or small group instruction. However, if a number of dictionaries are available, more students can be supervised.
4. **As a resource teacher who knows very little about graphic arts, will it be possible for me to teach from this module without special training?**
   4. Yes. This module was constructed to facilitate its presentation by persons other than experienced graphic arts instructors.
5. **How do I use this module?**
   5. As an aid to supplement instruction already in progress in the graphic arts class.
6. **How many performance exercises requiring output proof of accuracy are there?**
   6. There is a Progress Check for each lesson and an Evaluation for each third lesson.
7. **What materials will I need?**
   7. You will need to provide a notebook for the student. All other necessary materials (dictionary, flashcards, progress checks, and evaluations) are provided in the packet.
8. **How will I know what materials to use?**
   8. The Student's Handbook outlines the materials to be used. In addition, there is a list of suggested teacher strategies in the Teacher's Manual.
9. **What is the lesson pattern?**
   9. Each Lesson consists of four parts:
      1. Vocabulary Study
      2. Vocabulary Practice
      3. Activities
      4. Progress Check
   10. After you are familiar with the module, give the student the Student Handbook. Work with the student on Lesson 1.

11. What then?

11. The student should be able to continue without additional help from you.

12. How do I know when the student has satisfactorily learned the lesson?

12. At the end of the lesson there is a Progress Check which the student must be able to perform with 100 percent accuracy before proceeding to the next lesson.

13. What if the student is not able to complete the final objectives?

13. Return to the Teacher's Manual. Look at some of the Suggested Teacher Strategies. Have the student repeat the lesson.

14. Is there any other method of evaluation?

14. Yes. At the end of every three lessons, there is an Evaluation of all three lessons.

15. How can I respond to this module?

SUGGESTED TEACHER STRATEGIES

1. The teacher will define each vocabulary word for the student.
2. The teacher will explain to the student usage of the term as it relates to the graphic arts field.
3. The teacher will write a sentence using each vocabulary word.
4. The teacher will show the student the dictionary and how to use it.
5. The teacher will show the student the dictionary and emphasize the examples or illustrations.
6. The teacher will demonstrate the use of each term listed in the dictionary.
7. The teacher will ask the student to define the word in the lesson.
8. The teacher will ask the student to write a sentence using each word.
9. The teacher will provide the definition of the word and will ask the student whether the definition is correct or incorrect.
10. The teacher will give the student a list of words and definitions. The student will match each word with the correct definition.
11. The teacher will ask the student to match each word with the correct picture or example.
12. The teacher will ask the student to write each word and its definition in his/her own words
13. The teacher will ask the student to fill in correct words in sentences provided.

GAMES FOR SUPPLEMENTAL INSTRUCTION

The following games are suggested for Parts 2 and 3 of the Activities section of each lesson in the *Student's Handbook*.

Lesson	Individual Games	Group Games
10	Missing Letters	Know-A-Word
11	Unscramble the Words	Bingo
12	Word Search	Board Game

DIRECTIONS FOR GAMES

INDIVIDUAL GAMES

Missing Letter Game (Lesson 10)

The words in this game are taken from the current lesson. Please have the students fill in the missing letters.

Unscramble the Letters Game (Lesson 11)

All of these words are taken from the current lesson.

Ask the student to unscramble the word and write it in the space provided.

Word Search Game (Lesson 12)

Ask the student to identify and circle the words hidden in the word search. When he finds it, have him cross it off the list until all the words are found.

Group Game

Know-A-Word Game (Lesson 10)

Ask a student to come to the front of the room and use the blackboard for this activity. He selects a word from the current lesson. For example, if he choses the word "ascender", the student would draw eight lines on the blackboard — — — — — — — —, one for each letter of the word. He will ask a student in the group to name any letter. If a student states "a", he places the "a" in its appropriate position. If a student choses the letter "t", the student at the blackboard would discard it by writing "t" on the blackboard and crossing it out.

The students continue to guess letters until someone states the correct word.

Bingo (Lesson 11)

The teacher passes out the Bingo cards.

The students sit in a group. The teacher calls out a word and the student places a marker on the correct word if it is on his Bingo card. When a student gets 3 in a row or 3 diagonally left or right, he calls out Bingo.

Board Game (Lesson 12)

Twenty words are placed around the edges of a piece of paper, and they are numbered. The student will place in a container squares of paper, with a different number on each one. He will shake them up, and pick one. If he gets the number 7, he will move his finger around the board and place it on the number 7 vocabulary word. At this time, he will either define it or use it in a sentence.

KEY
MISSING LETTER

Individual Game

MODULE II: LESSON 10

Directions: Fill in the missing letters in the words below.

1. c r o p p i n g
2. d u m m y
3. l a y o u t
4. c o m p r e h e n s i v e
5. i n d e n t i o n

Name_____

Date_____

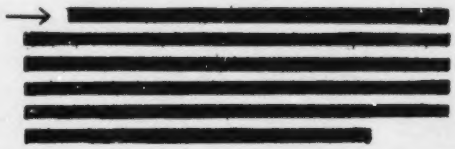
KEY

PROGRESS CHECK 10

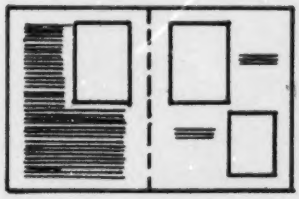
Directions: 1. Look at each picture carefully.

2. Write the word or words for each picture on the line below it.

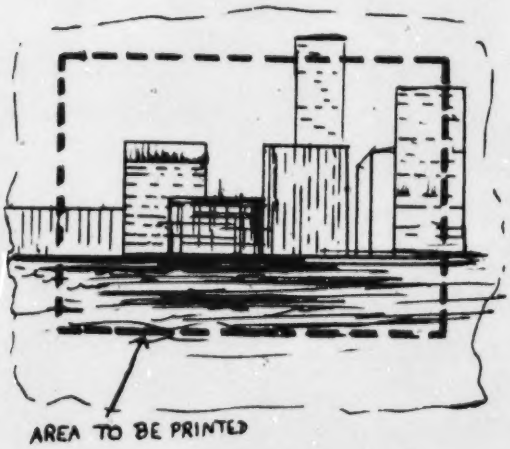
comprehensive



indention



dummy



cropping

layout

17

KEY
UNSCRAMBLE THE WORDS

Individual Game

MODULE II: LESSON 11

Directions: 1. Look at the scrambled words in Column 1.

2. Write the correct words they represent in Column 2

3. Refer to the words below the line, if you need help.

	COLUMN 1	COLUMN 2
1.	quapoing	opaquing
2.	layvero	overlay
3.	rkams isterreg	register marks
4.	gamnisr	margins
5.	up-steap	paste-up

opaquing

overlay

paste-up

register marks

margins

KEY
BINGO

Group Game
MODULE II: LESSON 11

Directions: your teacher will give you instructions.

paste-up	opaquing	register marks
cropping	overlay	margins
dummy	layout	comprehensive

Name _____

Date _____

KEY

PROGRESS CHECK 11

Directions: 1. Look at the definitions in Columnn I.

2. Fill in the missing word or words from Column II.

Column I

1. *Register marks* are lines put on the copy before photography.
2. *Overlay* is a clear or semi-clear cover sheet that is placed over the copy to protect it until it is photographed.
3. *Margins* are the amount of white space or border around the printed material.
4. *Opaquing* is the painting out with a brush the areas that are not wanted on the negative.
5. *Paste-up* is a page with any art work, photographs, illustration, and-or type pasted down in a position on a piece of white cardboard.

Column II

margins

opaquing

overlay

paste-up

register marks

20

WORD SEARCH

Individual Game

MODULE II: LESSON 12

Directions:
1. Look at the words below the line.
2. Find each word in the box above the line.
3. Circle each word you find.
4. Check off each word below the line as you find it.

q	o	p	s	t	e	i	n	f	b	l	m	r	e	v	e	r	s	e	v	e	a	y
r	o	u	g	h	l	a	y	o	u	t	a	b	c	d	e	f	g	h	q	r	s	t
t	u	v	w	q	r	s	v	t	h	u	m	u	b	n	a	i	l	s	k	e	t	c
t	y	p	e	s	i	z	e	o	f	c	i	a	v	t	l	s	u	p	m	a	e	t
p	j	v	i	l	e	s	c	d	s	e	p	l	y	u	p	p	e	r	c	a	s	e

reverse

rough layout

thumbnail sketch

type size

upper case

KEY
BOARD GAME

Group Game
MODULE II: LESSON 12

Directions: Your teacher will give you instructions.

reverse (1)	comprehansive (12)	dummy (11)	opaquing (10)
register marks (2)			thumbnail sketch (9)
rough layout (3)			paste-up (8)
indention (4)	type size (5)	upper case (6)	lower case (7)

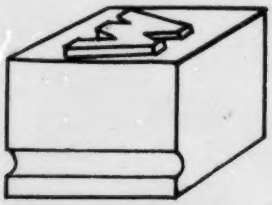
Name _____

Date _____

KEY

PROGRESS CHECK 12

Directions: **1. Read each term in Column I.**
2. Draw a line from the term to the correct picture in Column II.
3. Read each definition in Column III.
4. Draw a line from the definition to the correct picture in Column II.

Column I	Column II	Column III
reverse		Printed matter that has white lettering on a black background.
thumbnail sketch		A simple beginning drawing of something that is to be printed.
rough layout		An improvement of a thumbnail or brief sketch.
type size		The actual size of the type.
upper case	**72 point type** **A,B,C,D,E,F...**	Letters of the alphabet which are printed or written as capital letters.

Student_____

Date _____

KEY

EVALUATION IV

Directions:
1. **Look at the definition in Column I.**
2. **Find the correct word in Column II.**
3. **Fill in the correct letter in the blank space.**

Column I

1. Cutting out certain areas of copy that are not needed is called **b.**
2. A drawing of how the printed copy is to look is called **e.**
3. A rough layout of each page is called **c.**
4. The amount of white space or border around the printed material is called **f.**
5. A clear or semi-clear cover sheet that is placed over the copy to protect it untill it is photographed is called **h.**
6. Lines put on the copy before photography are called **j.**
7. The master plan of the finished product is called **a.**
8. Printed matter that has white lettering on a black backround is called **k.**
9. Letters of the alphabet which are printed or written as capitol letters are called **o.**
10. The blank space at the beginning of a line is called **d.**
11. A simple, beginning drawing of something that is to be printed is called **m.**
12. Painting out with a brush the areas that are not wanted on the negative is called **g.**
13. The actual size of the type is called **n.**
14. A page with any art work, photograph, illustration and/or type pasted down in position on a piece of white cardboard is called **i.**
15. An improvement of a thumbnail or brief sketch is called **l.**

Column II

a. comprehensive
b. cropping
c. dummy
d. indention
e. layout
f. margins
g. opaquing
h. overlay
i. paste-up
j. register marks
k. reverse
l. rough layout
m. thumbnail sketch
n. type size
o. upper case

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bold face	I	1
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cold type	I	2
composing stick	I	2
composition	I	2
comprehensive	II	10
compositor	I	3
computerized composition	I	3
copy	I	3
cropping	II	10
dead	I	3
descender	I	3
display type	I	4
dummy	II	10
em	I	4
en	I	4
family	I	4
flush left	I	4
flush right	I	5
folio	I	5
font	I	5
hairline	I	5
hot type	I	5
indention	II	10
justification	I	6
keyboard	I	6
layout	II	10
leading	I	6
letterspacing	I	6
ligature	I	6
line gauge	I	7
live	I	7
lower case	I	7
margins	II	10

mark up	I	7
opaquing	II	11
original	I	7
overlay	II	11
paste up	II	11
phototypesetter	I	8
proof	I	8
proofreading	I	8
pica	I	8
register marks	II	11
reverse	II	11
rough layout	II	12
serif	I	8
slug	I	9
spacing	I	9
strike on	I	9
thumbnail sketch	II	12
type high	I	9
type series	I	9
type size	II	12
upper case	II	12

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GRAPHIC ARTS COMMUNICATION

A Picture Dictionary for Resource Room Instruction

Module II

Lessons 10-12

STUDENT HANDBOOK

Prepared by David C. Gardner and Margaret A. Kurtz

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Consultants: Steven Nestor, Karen Timmerman, and Helayne VanDam

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FOREWORD TO THE STUDENT

INTRODUCTION

GRAPHIC ARTS VOCABULARY is a new book. It is divided into two sections. Each section is called a module. The modules will help you to understand the graphic arts vocabulary that is used in the shop.

You should use this module in the resource room. You should be receiving training in graphic arts in the shop.

LESSON PLAN

There are twelve lessons in the two modules. Each lesson introduces you to five graphic arts vocabulary words..

This is the lesson plan:

1. *Vocabulary Study.* Five words which are presented in the graphic arts dictionary.
2. *Vocabulary Practice.* Exercises using the vocabulary word in a sentence.
3. *Activities.* Exercises using the words by activities and games.
4. *Progress Check.* An identification of the words in the lesson. At the end of each module, there is an Evaluation.

SPECIAL FEATURES

The special feature of this module is the picture dictionary. You will be able to see the word, its definition, and an example or illustration at the same time. The flash cards will help you reinforce what you learn in each lesson.

You will be asked to prepare a notebook. The notebook will include definitions, sentences, and examples of words used in the module.

INTRODUCTION TO PHOTOTYPESETTING

Phototypesetting is a way of printing words, numbers, symbols, and sentences. A *symbol* is a mark which stands for something. Phototypesetting is done on a machine like a typewriter.The phototypesetting machine you will use is called the ExecuWriter II. The ExecuWriter is a phototypesetting machine. It is like a typewriter. It has rows of keys.

The keys have letters, numbers, symbols, or a direction on them. The direction keys tell the machine to do something. Those keys are special and are not found on a typewriter. The modules will explain what those different keys are and how they are used. The pushing down of the keys is called typing.

As you type, the letters, numbers, and symbols appear in a strip on the machine. The phototypesetting machine also remembers what letters, numbers, or symbols have been typed. When you get to the end of the line, the machine makes a picture of the line on a film. The film of the line has to be developed like the film from a camera to make a picture people can see.

The phototypesetting machine also lets the person who is running the machine put the letters, numbers, and symbols where they have to be placed. This is called *photocomposition.*

It is called *photocomposition* because part of the machine works like a camera and uses film. Photocomposition is the word used to say what the ExecuWriter machine does.

After the film from the phototypesetting machine has been developed, the picture that is made is used in other steps which have to be followed to complete the printing job.

Adapted from the ExecuWriter II. Applications, Compugraphic, Inc.

MODULE II: LESSON 10

VOCABULARY STUDY AND PRACTICE

1. Find the following words in your graphics arts dictionary. Study each word, its meaning, and the picture or example.
   a. comprehensive
   b. cropping
   c. dummy
   d. indention
   e. layout
2. Use each word in a sentence. Write the sentence in your notebook.
3. Write a paragraph using as many of the vocabulary words as possible.
4. Write the paragraph in your notebook.

ACTIVITIES

1. Find an example or picture of the vocabulary words from printed articles in newspapers or magazines. Where possible, try to find an example of how the word is used in printing. Put your examples into your notebook.
2. Individual Game. Your individual game is on page 2.
3. Group Game. Ask your teacher for the group game for Lesson 10.

PROGRESS CHECK

Tell your teacher that you are ready for Progress Check 10.

MISSING LETTER

Individual Game

MODULE II: LESSON 10

Directions: Fill in the missing letters in the words below.

1. r p i g

2. u m y

3. l a o t

4. o m h e n v e

5. i n n t o n

MODULE II: LESSON 11

VOCABULARY STUDY AND PRACTICE

1. Find the following words in your graphics arts dictionary. Study each word, its meaning, and the picture or example.
   a. margin
   b. opaquing
   c. overlay
   d. paste-up
   e. register marks

ACTIVITIES

1. Find an example or picture of the vocabulary words from printed articles in newspapers or magazines. Where possible, try to find an example of how the word is used in printing. Put your examples into your notebook.
2. Individual Game. Your individual game is on page 4.
3. Group Game. Your group game is on page 5.

PROGRESS CHECK

Tell your teacher that you are ready for Progress Check 11.

UNSCRAMBLE THE WORDS

Individual Game

MODULE II: LESSON 11

Directions: 1. Look at the scrambled words in Column 1.
2. Write the correct words they represent in Column 2.
3. Refer to the words below the line, if you need help.

COLUMN 1	COLUMN 2
1. quapoing	_____
2. layvero	_____
3. rkams isterreg	_____
4. gaminsr	_____
5. up-steap	_____

opaquing

overlay

paste-up

register marks

margins

BINGO

Group Game

MODULE II: LESSON 11

Directions: Your teacher will give you instructions.

paste-up	opaquing	register marks
cropping	overlay	margins
dummy	layout	comprehensive

MODULE II: LESSON 12

VOCABULARY STUDY AND PRACTICE

1. Find the following words in your graphics arts dictionary. Study each word, its meaning, and the picture or example.
   a. reverse
   b. rough layout
   c. thumbnail sketch
   d. type size
   e. upper case

ACTIVITIES

1. Find an example or picture of the vocabulary words from printed articles in newspapers or magazines. Where possible, try to find an example of how the words are used in printing. Put your examples into your notebook.
2. Individual Game. Your individual game is on page 7.
3. Group Game. Your group game is on page 8.

PROGRESS CHECK

Tell your teacher that you are ready for Progress Check 12.

WORD SEARCH

Individual Game

MODULE II: LESSON 12

Directions:
1. Look at the words at the bottom of the page.
2. Find each word in the box above.
3. Circle each word you find.
4. Check off each word on the list as you find it.

q	o	p	s	t	d	i	n	f	b	l	m	r	e	v	e	r	s	e	v	e	a	y
r	o	u	g	h	l	a	v	o	u	t	a	b	c	d	e	f	g	h	q	r	s	t
t	u	v	w	q	r	s	v	t	h	u	m	b	n	a	i	l	s	k	e	t	c	h
t	y	p	e	s	i	z	e	o	f	c	i	a	v	t	l	s	u	p	m	a	e	t
p	j	v	i	l	e	s	e	d	s	e	p	l	y	u	p	p	e	r	c	a	s	e

reverse
rough layout
thumbnail sketch
type size
upper case

BOARD GAME

Group Game

MODULE II: LESSON 12

Directions: Your teacher will give you instructions.

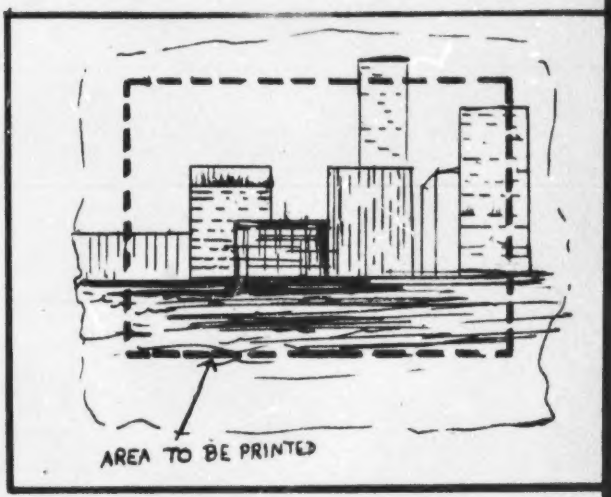
reverse (1)	comprehensive (12)	dummy (11)	opaquing (10)
register marks (2)			thumbnail sketch (9)
rough layout (3)			paste up (8)
indention (4)	type size (5)	lower case (6)	upper case (7)

comprehensive (com pre hen sive)

The comprehensive is the master plan of the finished product. It is made up to look as close as possible to the finished copy.

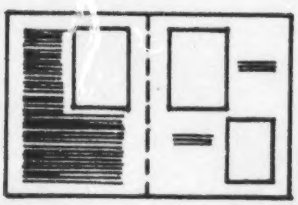
cropping (crop ping)

Cropping is cutting out certain areas of copy that are not needed. It is used to take out parts of a photograph.



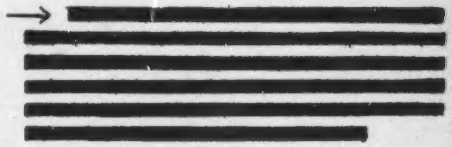
dummy (dum my)

A dummy is a rough layout of each page. It includes pages to show the size, shape, and form of the printing.



indention **(in den tion)**

The indention is the blank space at the beginning of a line, such as at the beginning of a paragraph.

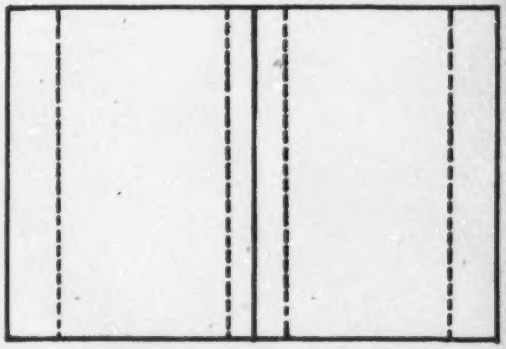


layout **(lay out)**

A layout is a drawing of how the printed copy is to look.

margins **(mar gins)**

Margins are the amount of white space or border around the printed material.



opaquing **(o paq ing)**

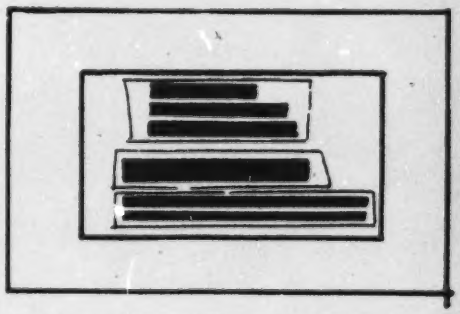
Opaquing is using a brush to paint out areas that are not wanted on the negative.

overlay **(o ver lay)**

An overlay is a clear or semiclear cover sheet that is placed over the copy to protect it until it is photographed. The overlay is often tissue paper that can have instructions written on it.

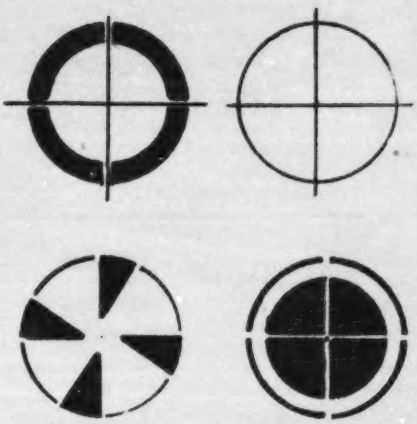
paste-up

A paste-up is a page with any art work, photograph, illustration, and/or type pasted down in position on a piece of white cardboard. A paste-up is used to make a film negative or positive.



register marks **(reg is ter marks)**

Register marks are lines put on the copy before photography. This is done to line up two or more images on the same paper.



reverse **(re verse)**

Reverse is printed matter that has white lettering on a black background. It is made from a film positive.

rough layout

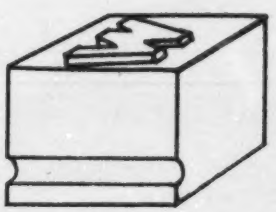
A rough layout is an improvement of a thumbnail or brief sketch. It is used so that a specific or definite idea can be chosen.

thumbnail sketch (thumb nail sketch)

A thumbnail sketch is a simple, beginning drawing of something that is to be printed. Several sketches may be made so that they can be compared and the best one chosen.

type size

Type size refers to the actual size of the type. It is the height and width measured in points.



72 point type

upper case (up per case)

Upper case refers to the letters of the alphabet which are printed or written as capital letters: A, B, C, ect.

A,B,C,D,E,F...

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